$\left(\begin{array}{l}\text{September to December, 1929.}\\\text{January to March, 1930, overseas.}\end{array}\right)$

Parents' National Educational Union.

The Parents' Union School.

(*Address :* THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM III.

PUPILS' NAMES..

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Bible Lessons.

The Bible text must be read and narrated.

Old Testament History,* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. III., pp. 1-83. (Selections from *I. Samuel*, chapters i.-xxvi.)

St. Luke, chapters 1-7 inclusive. *The Saviour of the World,** Vol. I. (P.N.E.U. Office, 3/-), pp. 1-52, with Bible passages from index.

Optional : (*a*) S.P.C.K. *Bible Atlas* (1/-). (*b*) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 123-152. (*c*) *Helps to the Study of the Bible* (Oxford Press, 3/6). Peloubet's *Bible Dictionary* (R.T.S., 10/6).

For Sunday Reading (optional) :

(*a*) *Heroes and Writers of the Book of Common Prayer*, by G. M. Forde (S.P.C.K., 3/6). (*b*) *How we got our Bible*, by Dr. J. Paterson Smyth (Sampson Low, 2/-), chapters i-iv., inclusive. (*c*) *The Story of My Life*, by Helen Keller (Harrap, 1/6). (*d*) *Adventures in Science*, by Arthur Malle (Collins, 1/9).

Read from *The Poems of Tennyson* (Oxford Press, 3/6).

Sunday Occupations :

A Book of Centuries.

Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 or 9. Make Christmas cards.

† The 115th term of work set since the Parents' Union School began.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1929). Hymns: *Songs of Praise* (Oxford Press, 2/6 or 6d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings, for use in Schools* (S.C.M., 3/-).

Writing.

A New Handwriting (is not script), by M. M. Bridges (P.N.E.U Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *Macbeth*, and other books set.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, *or*, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); then a paragraph to be dictated.

Composition. (Oral or written narration each day, see leaflet H.)

Write, in verse or prose, on (*a*) some subject under History or Literature taken from the Programme, (*b*) the news of the week. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems under " Literature " should be followed.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (see *A New Junior English Grammar*).

First year : *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 65-94, with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9). Second year : *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 9-41.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 620-679. Shakespeare's *Macbeth** (Blackie, Plaintext, 6d.). Palgrave's *Golden Treasury** (Macmillan, 3/6) : contemporary poets : Keats, Tennyson. Read from Tennyson's *Poems** (Oxford Press, 3/6); or *The Princess** (Blackie, 1/-); *Morte D'Arthur*, and other poems (Bell, 10d.). Read poems of four poets from *Poems of To-day*, Vol. II. (Sidgwick & Jackson, 2/-). *A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

English History.

Arnold-Forster's *A History of England** (Cassell, 8/6), chapters 74 (Volunteer Movement) to 80, inclusive, pp. 766-846 (1858-1921).

Marten and Carter's *Histories, From Then Till Now* (Blackwell, 12/6), (1858-1921), may be used instead.

Finish a chart of the 19th Century (see reprint from *P.R.*, July, 1910, 3d.). Make summaries of events and dates. Read the daily news and keep a calendar of events : take *The Home and Class Room* section of *The Times* (*Times* Office direct, 6/- a year).

General History.1

Hellas, the Forerunner,* Part I., by H. W. Household (Dent, 3/6), chapters 3 and 4.

Readings from Indian History,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 111-134.

Keep a *Book of Centuries** (P.N.E.U. Office, 1/9, or, better, 2/6. see new illustrated leaflet by Miss Bernau, 6d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museum : *Footprints of Early Man*, by D. A. Mackenzie (Blackie, 3/-), pp. 94-123.

Citizenship.

Ourselves,* Book I. (Kegan Paul. 4/6), pp. 73-94. North's Plutarch's *Lives: Alexander** (Blackie, 10d.), pp. 9-65 (first half). *Buyers and Makers*,* by D. M. Vaughan (Longmans, 2/-), pp. 1-41, with Introduction. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

Geography.

" Ambleside " map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

Ambleside Geography Book IV.* (Kegan Paul, 4/-), pp. 145-197 (Germany, Austria, Hungary and Czecho-Slovakia). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 130-169. Geikie's *Physical Geography** (Macmillan, 1/9), sections 148-186. Philip's *Modern School Atlas of Physical, Political and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

1 Overseas members see special leaflet.

Natural History and Botany.[1] *Winners in Life's Race,** by A. Buckley (Macmillan, 6/-), pp. 1-42. *The Study of Plant Life,** by M. C. Stopes (Blackie, 6/-), pp. 86-103 and 123-140. Keep a Nature Note-Book (P.N.E.U. Office. plain 2/3, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to season and climate, e.g., *Conifers ; Cloud and Sky Signs* (S.N.S.U. leaflets, Nos. 3, 6d. and 63, 2½d.) ; the following may be used, *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

General Science. *This Wonderful Universe,** by Agnes Giberne (S.P.C.K., 5/-), pp. 65-117, inclusive, or, *The Health Reader,** by W. Hoskyns-Abrahall (Cassell, 3/-, 1927 edition), pp. 1-38, may be taken instead, by children not going on into Form IV.

Picture Talk. Study, describe (and draw from memory details of) six reproductions* of pictures by Vermeer (P.N.E.U. Office, 2/- the set) : see the special notes *for teachers' use only* in the *Parents' Review*, September, 1929, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

French.[1] (See N.B. 3.) *Nouveaux Pas en Français,** by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 115-142, with grammar and exercises, or (more advanced) *L'Enseignement Littéraire du Français,** by J. Molny, Part I. (Hachette, 2/6), Lessons 1-6. Read from and narrate *Les Malheurs de Sophie,** by Mme. de Ségur (Hachette, 1/9, Bib. Rose), chapters 18-end, inclusive ; or, *Pucinar,** by A. Rébald (Harrap, 2/-), pp. 89-132 ; parse two pages. Read several poems and learn one from *Recueil de Poèmes,** by J. Molny, Vol. II. (Blackie, 6d.).

Latin. (See N.B. 3.) *A Latin Book for Beginners, A Preparation for the Reading of Latin Literature,** Part II., by M. C. Gardner, M.A. (Oxford Press, 1/9), §§ 28-34. Beginners, use *A Latin Book for Beginners*, Part I. (1/6).

[1] Overseas members see special leaflet.

German.[1] (See N.B. 3.) *Primary German Course,** by O. Siepmann (Macmillan, 4/-), Lessons 16-18, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

or, preferably, Italian.[1] (See N.B. 3.) *Practical Italian Grammar.** by J. L. Russo (Harrap, 4/6), pp. 92-122.

Arithmetic. (See N.B. 3.) Pendlebury's *New Shilling Arithmetic,** (Bell, 2/3), pp. 58-71, or continue. Quick mental exercises. Revise back work ; examples may be taken from Dr. Ballard's *Fundamental Arithmetic*, Teachers' Books IV. and V., 2/3 each, Pupils', 1/1 each (University of London Press). Important : to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teachers will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

Geometry. (See N.B. 3.) *A Shorter School Geometry,** by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 78-83 and 86-90. *The School Set of Mathematical Instruments** (P.N.E.U. Office, 2/-).

Algebra. (See N.B. 3.) *Common-sense Algebra for Juniors,** Part I., by F. Potter and J. Rogers (Pitman, 2/-, with answers 2/3), pp. 73-83 and 121-122, or continue in *A School Algebra*, Part I., by H. Hall (Macmillan, 3/6).

Drawing. Teacher should consult : *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-) : designs with wild fruits for panels, tiles, etc. (see Glass, pp. 104-113). Figures on horseback, children dancing, etc. Simple memory drawings. Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Music. Choose and learn a suitable composition by Bach. Teacher may use *An Introduction to Music*, by H. E. Pigott (Dent, 3/6).

Musical Appreciation. Bach, see article in the August *Parents' Review*. For reference : *Bach*, by B. L. Thomson (Sheldon Press, 4d.), or *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6).

[1] Schools may substitute the national language.

The Listener's Guide to Music, by P. Scholes (Oxford Press, 4/-). Beginners use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6).

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons, and Psalm 118 ; choose and learn a hymn. A scene from *Macbeth*, or, two poems from *The Golden Treasury*, or from *A Book of Verse*, chosen by H. Newbolt (Bell, 2/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 186-215. *Lorna Doone,** by R. Blackmore (Dent, 2/-), or, Dickens' *Bleak House** (2 vols., Nelson, 1/6 each). *The Path of Glory*, by Sir Edward Parratt (Nelson, 3/6).

Singing.

The Oxford Song Book, Vol. II. (Oxford Press, 7/6), words only (2/-), or *Thirteen Chorales*, by Bach (Novello, 1/-). Three French songs, *The Folk Songs of France*, Book I. (Novello, 2/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *Ten Minutes' Lessons in Sight-Singing*, (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 44-46 (Curwen & Son, 2/6) ; 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6) : take six consecutive tables. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or, separate dances, music with instructions (direct from Messrs. Novello, 9d.). *Scandinavian Dances*, Series III. (Ling Association, 11d.). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Netball or Long-Ball (*Rules*, Bourne & Co., 2d.).

Work.

Teacher should consult : *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).
Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6) : make six models, (Ex-students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High St.,

Fulham, London, S.W. 6). Make Christmas presents. Boys : make models from *Light Woodwork for the Classroom*, by W. J. Warren (Charles, 1/6), or, *101 Things for a Boy to make*, by A. C. Horth (Batsford, 5/-). Girls and boys : *Toy Carving* (Dryad Leaflets, Nos. 25 and 27, 3d. each). Boys and girls, darn and mend garments from the wash each week : *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help in Christmas entertainment for the " Save the Children Fund," 26 Gordon Street, London, W.C.1., or help make up a Christmas parcel for a family in a Distressed Area ; an address may be had from Ambleside.

Teachers will find valuable help for the teaching of Drawing and Handicrafts in the following : *Applied Art*, by Pedro J. Lemos (Batsford, 28/-).

N.B. 1.—The work in Form III. lasts two years (average ages 12 and 13). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H.)

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. *One* copy of the other books is sufficient. The books from " Drawing " onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age ; also that] provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent*. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires *(not less)* single, double lines (two rulings) and squares ; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). P.U.S. hatbands, ties, belts, badges and blazers obtainable at various prices. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form ; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

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Motto: "*I am, I can, I ought, I will.*"

FORM III.

Pupils' Names ....

....

Bible Lessons.

I. 1. "And all the people shouted and said, God save the King."   Describe shortly the occasion of these words.   What steps led up to the choice of a king by the Israelites?

 2. "The soul of Jonathan was knit with the soul of David."   Describe two occasions when Jonathan proved his love for David.

II. 1. Describe the visit of the Virgin Mary to Elizabeth.

 2. On what occasions were the following words used?— (*a*), "His name is John"; (*b*), "Is not this Joseph's son?"; (*c*), "They that are whole need not a physician"; (*d*), For I also am a man set under authority."   Tell the whole story in one instance.

 3. What three last assaults did the tempter prepare for our Lord, and how did He meet each?   How do temptations of the wilderness assail us?   What help may we get?

(Passages learned under Recitations should not be chosen.)

Writing.   (Writing is also considered in each answer.)
 Write ten lines of poetry from memory.

Dictation (unprepared).   (Spelling is also considered in each answer.)
 Readings from Indian History, page 6, "Cannot you picture   .   .   .   meal."

Composition.

1. Write (i.), in the metre of one of Tennyson's poems, or, (ii.), in prose, upon one of the following,—(a), Aristæus, (b), a deed of heroism (from *The Path of Glory*), (c), autumn colouring, (d), Helen Keller.
2. Write a scene for acting from (a), *Bleak House*, or, (b), *Lorna Doone*.

English Grammar.

A 1. Analyse, parsing the words in italics,—

> "*On either side* the river *lie*
> Long field of barley and of rye,
> *That* clothe the wold and *meet* the sky;
> And thro' the field the road runs *by*
> *To* many-tower'd Camelot."

(Second Year.)

2. In what two ways may English verbs be classified? Give four examples of each in sentences, and write notes on the use of the following verbs,—go, wait, give up.
3. Give examples, in sentences, of (a), three usual, (b), two unusual, forms of inflection for the plural of nouns.

(First Year.)

2. How many genders are there in English? Give examples, in sentences, of (a), nouns, (b), pronouns, in each gender, underlining and naming your examples.
3. Make a tense scheme to show all the tenses of the verb *slide*.

Literature.

1. Write a short account of Carlyle and his work.
2. Write shortly the story of Tennyson's (a), *The Princess*, (b), *Morte D'Arthur*, quoting favourite lines where you can.
3. Describe the parts played by two of the characters in *Macbeth* that interested you most.

or, 3. Make list of six poems (a), by Keats, (b), from *Poems of To-day*, and give a written narration of one.

English History.

1. Write a short account of one of the following,—(a), The Civil War in the United States; (b), the freedom secured for (i.) the worker, (ii.) the press since 1815; (c), some great discoveries of the Nineteenth Century; (d), Egypt and the Soudan in the time of Gordon, Cromer and Kitchener.

2. Why did England declare war on Germany? Write a short account of the great world war, showing what nations were engaged in the war, and how the help came from every part of the British Empire.

or, 2. Describe some of the changes brought about by the great war in connection with the map of Europe, and say what you know about the League of Nations.

3. Write a short account of the work of two of the following,—(a), Sir George Grey, (b), Pasteur, (c), Lord Shaftesbury, (d), Cecil Rhodes, (e), W. E. Forster.

General History.

1. What do you know of the beginnings of city life in Greece? Mention some of the ways in which the Greek ideas of civilization differ from ours to-day.
2. Write a short account of (a), Mahmud of Ghazni, or, (b), Ala-ud-din.
3. Describe two drawings belonging to two different centuries that you have made in your Century Book this term. Write notes on each.

Citizenship.

1. What work does Pity do in the world? Mention some Knights and Ladies of Pity you have come across in your reading. What is to be said about (a), idle pity, (b), self pity?
2. Describe (a), the personal appearance, (b), the early education of Alexander the Great.
3. "Money is useless in itself; it is only a token . . . invented to represent goods and work." Can you explain this, giving examples?

Geography

1. Give a rough sketch map of Germany, marking the boundaries, and the chief rivers, mountains and cities. Describe two of the following, — (a), the Harz Mountains, or, (b), the Rhine. or, (c), Saxony.
2. Describe a journey from Bombay to Hong-Kong.
3. In what ways are brooks and rivers formed? Mention any formations you have noticed in connection with the recent floods.

Natural History and Botany.

1. Explain, with a diagram, the structure of a minnow, and explain how he is able to swim and float.
2. Describe, with drawings, the way in which plants are built up.
3. Write down some observations you have made this term about one of the following,—(a), seed dispersal, (b), cloud and sky signs, (c), the pine tree family.

General Science.

1. Write a short account of the planet Mars. Diagrams.
2. What constellations have you distinguished this autumn? Draw diagrams of three of them.

or. 1. Describe the process of digestion, (a), in the mouth, (b), in the stomach.
2. In what ways is it necessary to take care of (a), the teeth, (b), the tongue?

Picture Study.

Describe "The Little Street," by Vermeer.

French.

1. Write a short composition in French on one of the following,— (a), "Sophie et son âne"; (b), "Un pique-nique"; (c), "Loup gris et Pucinar."
2. (Chapuzet.) Write an account in French of a morning's cooking.
3. Write out the present tense of *jeter* and *apercevoir*, the imperative of *savoir* and *s'arrêter*, and the past perfect of *produire* and *boire*.

or, 2. (*L' Enseignement Littéraire du Français.*) Read *L'Egoiste*, (p. 10); then write a similar description in the feminine singular of a greedy person (*une gourmande*).
3. Parse each word in the following sentence,—*Nous verrons les troupeaux s'avancer dans une gloire de poussière.*

Latin.

1. Translate: (1) Let us see the king. (2) He is not the man to fear the wind. (3) See that you hold the horse firmly.
2. Decline the singular of "ille" and the plural of "hic."
3. (a) Translate the first 8 lines of § 31 (to "auras"). (b) Parse "luctantes," "celsa," and "maria," *or* scan line 7.

German.

1. Write six sentences in German describing the picture on page 63 (Siepmann),
2. Use in sentences the comparative of *gut, lang, nah, kurz, hoch.*
3. Translate (page 184), IV., 1-5.

or Italian.

1. Make six sentences about La Campagna (page 285).
2. Translate into Italian Exercise C, page 121.

Arithmetic.

1. Find the value of $\frac{5}{8}$ of £9 : 7 : 4.
2. What fraction of £2 : 0 : 9$\frac{3}{4}$ is 13/7$\frac{1}{4}$?
3. A boy spent $\frac{5}{8}$ of his pocket-money and found that he had 2/6 left. How much had he at first?

Geometry.

1. Prove that if a quadrilateral has its opposite sides equal it must be a parallelogram.
2. Prove that if two straight lines are equal and parallel, the quadrilateral formed by joining their ends must be a parallelogram.
3. Show that the three straight lines that join the middle points of the sides of a triangle divide it into four congruent triangles.

Algebra.

1. Solve the equation : $\frac{2x}{3} = \frac{5}{4}$
2. Solve the equation : $\frac{x}{3} - \frac{1}{2} = \frac{x}{4} + \frac{2}{3}$
3. Find the length of a pole, if $\frac{1}{4}$ of it is above water, $\frac{3}{8}$ of it in the water, and the remaining part, which is 3 feet long, is in mud.

Painting. (All work should be done with brush and in colour.)

1. Illustrate a scene from (a), *Macbeth*, or, (b), *The Princess*, or, (c), *Lorna Doone*. Give a title.
2. Children dancing or playing.

Musical Appreciation.

What compositions by Bach have you heard? Describe one of them?

Recitations. *

Father to choose two Bible passages and a poem by Tennyson, *or*, a scene from *Macbeth*.

Reading. *

Father to choose a poem and a leading article from a newspaper.

Music. *

Examine in work done.

Singing. *

Father to choose an English, a French, and a German song, and three exercises.

Drill. *

    Report progress.

Work. *

    Outside friend to examine. List of handicrafts completed
        to appear in *Parents' Report.*

    N.B. 1.—Examination to begin on Monday, December 9th.
Papers to be posted on Saturday, 14th, *with no other enclosure.*
Schools may send in papers up to 21st.

    N.B. 2.—Subjects thus indicated (✻) to be marked on the
Parents' or Teacher's Report according to Regulations, and
marks to be added up. For scale of values see head of Report
Form.

    N.B. 3.—Please note carefully the Regulations as to the
number of papers to be sent in by Schools.

    **N.B.—Members are asked to state on the Parents' or Teachers' Report
Form *(a)*, how the pupil has worked during the term; *(b)*, if there has
been any handicap on account of illness during the term; *(c)*, the reason
for the omission of subjects in the examination.**